**Multimedia Planning**

Planning before the project

Group Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who is the audience? Who will be the main users of this presentation?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What technology will be needed for this project?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What materials will be needed for this project?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s job/responsibility:

Project Manager Organizes the team members

Sets the schedules

Tracks the progress

Instructional Designers Determine the screen layout

Create the flowcharts

Specify the project design in the storyboards

Graphic Artists Create the graphics

Create the animations

Production Specialists Record and edit the audio

Record and edit the video

Program authors Writes the script

Properly follows copyright rules

Keyboard Types all scripts

Record Keeper Keeps time

Chief Narrator Reads the script

Technology Director Checks all equipment

Charges up the battery

Makes sure that the equipment is returned to proper place

Prop engineer Gathers all needed resources for the scene

Checks on light and sound properties

Director/File Manager Labels and saves all work

Pre K—12Educational Technology Standards

1. Creativity and Innovation

♦ Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration

♦ Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency

♦ Students apply digital tools to gather, evaluate, and use information.

*4.* Critical Thinking, Problem Solving, and Decision Making

♦ Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship

♦ Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

6. Technology Operations and Concepts

♦ Students demonstrate a sound understanding of technology concepts, systems, and operations.

|  |  |  |  |
| --- | --- | --- | --- |
| Multimedia Project Rubric | | | |
|  | **Exceeds Standards** | **Meets Standards** | **Below Standard** |
| **Introduction** | Title page is present and contains title, author, students’ names and appropriate graphics | Title page is present but lacks complete information | No title page |
| **Presentation** | Well rehearsed and well prepared | Fairly smooth | Not rehearsed and not prepared |
| **Main Characters** | Complete description of main characters including comparisons, contrasts, and complete character sketches | Incomplete or inadequate description of main characters | No description of main characters |
| **Setting** | Complete description of setting. Includes **how many?** drawings, maps and background information | Incomplete or inaccurate description of settings | No description of setting |
| **Brief Summary** | Complete plot summary including story board highlighting major events | Incomplete plot summary and incomplete or inaccurate story board | Inadequate plot summary and story board |
| **Turning Point** | Complete accurate description of turning point and events leading to it | Inaccurate or incomplete description of turning point | No mention of turning point |
| **Outcomes** | Complete accurate description of important outcome | Inaccurate or incomplete description of outcome | No description of outcome |
| **Originality** | The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and accurate reading comprehension. | The work is merely a basic summary of the plot. There is no evidence of new thought, inventiveness, or insight. | The work is a minimal plot summary. There is no evidence of new thought. |
| **Oral Presentation** | Excellent eye contact, voice projection, pleasing tone, and engaging style | Little eye contact, poor voice projection, tone, and style | No eye contact, voice too low to be heard, poor tone and style |
| **Content** | Information is correct and relates to topic | Some information is not completely correct or some information does not relate to topic | Some information is not correct and some information does not relate to topic |
| **Art Work** | The art work is relevant and supports the topic | The art work is not relevant or does not support the topic | The art work is not relevant and does not support the topic |
| **Copyright for Art Work** | All art work is copyright free or has permission to be used in this project | It is not clear if all of the art work is copyright free | The art work is not copyright free |
| **Group Work** | All people in the  group/partnership had a role | The group needed to be reminded that all members must have a role | Not all of the students had a role in the project |
| **Group Work** | Each group member fulfilled his or her job responsibility | The group needed to be reminded that all members must fulfill their responsibility | Not all of the students fulfilled their responsibly |
| **Storyboard** | All parts of the storyboard are completed | One part of the storyboard is not complete | Two or more parts of the not complete |
| **Hook** | The student tries to keep the listeners’ attention by using open ended questions or a catchy saying, “hook” | The student uses one “hook” through the presentation | The student does not use any “hooks” |

Copyright Free Web Sites

Pics4Learning <http://www.pics4learning.com/>

Clipart ETC <http://etc.usf.edu/clipart>

Awesome Clipart For Educators <http://www.awesomeclipartforeducators.com>

Freepixels <http://www.frepizels.com>

EveryStockPhots <http://www.everystockphoto.com>

Morgue File <http://www.morguefile.com>

Artvex.com <http://www.artvex.com/>

Free Digital Photos <http://www.freedigitalphotos.net>

Free Sound Effects

PacDv <http://www.pacdv.com/sounds/>  
Sonnyboo.com <http://sonnyboo.com/music.music.htm>

References:

Podcasting Rubric <http://www.sites4teachers.com/links/redirect.php?url=http://www.beaut.org.au/podcastrubric3.pdf>

Multimedia Planning Checklist [http://www/kaspmpj;er/cp,/pdfs/storyboard\_template.pdf](http://www/kaspmpjer/cp,/pdfs/storyboard_template.pdf)

Planning a Podcast <http://tolweb.org/tree/learn/ToLPodcasts/PodcastPlanning.html#script>

Multimedia in the Classroom <http://fcit.usf.edu/multimedia/design/designb.htm>

Story Board

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Page: | Date: | | Project Name: | Student(s) Name: |
| Sketch: | | | Frame Description: | Technology/Resource |
| Page | | Date: | Project Name: | Student(s) Name: |
| Sketch | | | Frame Description: | Technology/Resources |

PARENT PERMISSION TO PHOTOGRAPH AND/OR VIDEO

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Room Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade/Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the Parent/Guardian of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

From: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I would like to video/photograph your child for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your permission is required to take photographs and/or videotape your child in the classroom setting.

Your cooperation is appreciated.

Check one:

\_\_\_\_\_\_\_\_\_Yes, I give permission for my child to be photographed and/or videotaped for educational purposes.

\_\_\_\_\_\_\_\_\_No, I refuse permission for my child to be photographed and/or videotaped for educational purposes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Date